

Equality and Safety Impact Assessment

The **Public Sector Equality Duty** (Section 149 of the Equality Act) requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations between different people carrying out their activities.

The Equality Duty supports good decision making – it encourages public bodies to be more efficient and effective by understanding how different people will be affected by their activities, so that their policies and services are appropriate and accessible to all and meet different people’s needs. The Council’s Equality and Safety Impact Assessment (ESIA) includes an assessment of the community safety impact assessment to comply with Section 17 of the Crime and Disorder Act and will enable the Council to better understand the potential impact of proposals and consider mitigating action.

Name or Brief Description of Proposal	Cantell School- A resourced Provision for pupils with Moderate Learning difficulties and associated complex needs.
Brief Service Profile (including number of customers)	
<p>This assessment has been undertaken to support recommendations to open a small resourced provision within the current setting of Cantell School. The numbers and complexity of children with special educational needs and disability (SEND) has been increasing both nationally and locally for the last 15 years. Southampton, in recent years, has seen an increase in the number of pupils with complex learning needs. The city currently has the provision of Great Oaks School, a school for pupils with complex learning needs. Over time the demand for placements here have increased and there is no further capacity for expansion. This is leading to a reduction in admissions for pupils with moderate learning needs and an increase in pressure for support in mainstream placements. The provision will initially support 10 pupils with moderate learning difficulties and associated complex needs.</p>	
Summary of Impact and Issues	
<p>Age- Positive Impact The proposal is to create 10 places for pupils 11-16 with Moderate learning needs. These pupils will be provided for by Cantell to access a mainstream environment with an additional level of differentiated support bespoke to the needs of the cohort.</p> <p>Gender- Neutral impact It is not anticipated that this project will impact on any pupils based on their gender.</p>	

Disability – Positive impact

This proposal is part of a wider set of reforms which aims to provide a more comprehensive continuum of provision from increased inclusion of children with disabilities in mainstream schools, a specialist offer within a mainstream setting (Mainstream+ options and Resourced Provisions) and increased specialist provision within special schools. This will provide children and families with a greater range of options and enable many children with disabilities to access the wider provision that a mainstream setting can offer.

Ethnicity, religion or belief –Neutral impact

It is not anticipated that this proposal will impact differently on any cohorts of children based on ethnicity, religion or belief.

Geography – Neutral Impact

It is not anticipated that this proposal will have any geographical impact for any pupils.

Potential Positive Impacts

A wider offer of provision for children with SEND in the city ensure there are suitable options available to pupils with Moderate learning needs.

Responsible Service Manager	Kirsty Relton
Date	28/02/2024
Approved by Senior Manager	Tammy Marks
Date	28/02/2024

Potential Impact

Impact Assessment	Details of Impact	Possible Solutions & Mitigating Actions
Age	Drive for increased inclusion will impact on mainstream schools	Inclusion Charter, audit and kite mark to be developed to encourage all mainstream schools to become more inclusive. Provide enhanced support to mainstream schools to ensure staff have the confidence and

Impact Assessment	Details of Impact	Possible Solutions & Mitigating Actions
		competence to manage an increasing complexity of need.
Disability	Increased Inclusion may initially result in discrimination and bullying.	Increased awareness, understanding and exposure to children with a wide range of needs within the context of social model of disability will in time result in greater acceptance of all.
Gender Reassignment	No negative impact identified.	
Care Experienced	No negative impact identified	
Marriage and Civil Partnership	No negative impact identified	
Pregnancy and Maternity	No negative impact identified	
Race	No negative impact identified	
Religion or Belief	No negative impact identified	
Sex	No negative impact identified	
Sexual Orientation	No negative impact identified	
Community Safety	No to the age and type of need being placed in the provision there may initially be some concern around impact on the community.	Support and quality training for staff to be provided in line with SEMH special school. Appropriate indoor and outdoor space being available to the setting.
Poverty	No negative impact identified	
Health & Wellbeing	No negative impact identified	
Other Significant Impacts	No negative impact identified	